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ABSTRACT

The management system in use at the Murray State University Teacher Corps Project is described. The system uses management by objectives and the demonstration approach, and encourages managers to focus on the development and demonstration of ideas, processes, and structures. The system's operating concepts of time management and human resources utilization and of the identification and demonstration of significant ideas and activities for use by other educational professionals and lay people are illustrated. Copies of the instruments distributed to each of the project sites to aid participants in translating management concepts into concrete activities are included. (Author/LH)

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THE MANAGEMENT AND DEMONSTRATION SYSTEM AT MURRAY STATE UNIVERSITY

by Gary G. Schroeder
October 8, 1979

The management system in use at the Murray State University Teacher Corps Project makes use of the best features of the process of Management by Objectives and the process of Demonstration. It is a system which tries to professionalize the necessary evil of a management system, by encouraging the managers to focus on the development and demonstration of good ideas, processes and structures.

The Murray State University management system is a sub-set of the overall model for Collaborative School Renewal which guides all of the activities in the project. As such, the system makes use of two major management concepts. The first is that for a renewal project to function effectively, people and time resources must be carefully utilized. The second, is that if the output of a renewal project is to have value, significant ideas and activities must be identified and put into a form which will have the greatest usefulness to other education professionals and interested lay people.

The first concept, the management of time and people resources, requires the project leaders or managers to engage in serveral activities. Among these are the following.

1. Each leader's role or job description must be clarified.
2. Each group within the project must know and be familiar with the project objectives that it is responsible for accomplishing.
3. Each leader and group within the project must be currently aware of the objectives and interests that they are pursuing actively during a block of time.
4. Each leader and group within the project must have some idea of the overall progress or lack of progress that they are making toward achieving their identified long and short range goals.

The second concept, the identification and demonstration of significant ideas and activities for the use of other professionals and interested lay people, also

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requires each leader or manager to engage in several activities. Among these are:

1. The leader and his group must know and agree on exactly which ideas or activities they consider to be significant. Decisions as to what is significant in a project may change over time, but at any one time leaders and groups must know what they are interested in pursuing and describing.

2. Leaders and groups must keep track of the growth and change of significant ideas and activities.

3. Leaders and groups must, at some point, make decisions about the best way to describe or demonstrate these activities and ideas to others.

4. Leaders and groups must produce packaged demonstrations which can be transported or utilized by other interested professionals and lay persons.

The concept of management in the MSU Collaborative Renewal Model which is in use in the Teacher Corps Project involves people making decisions together about the activities they will engage in and the ideas they wish to demonstrate to others. All individual projects are seen as Temporary Systems. All projects have definite beginning points and ending points, and pass through stages of growth and development. Objectives must be met within very finite periods of time, and demonstrations must be developed systematically so that the maximum output will be gained within the very short time available. To encourage smooth operation within the pressured existence of Temporary Systems, the MSU Teacher Corps Projectss have found that agreements between people should be Formal, Public, and Systematically Recorded, so that groups may easily keep track of what they have done and where they are going.

To facilitate the "system" in the management system, leaders are encouraged to develop forms which they can use with their teams. These forms and procedures, which are collected into notebooks or files in all of the project sites, serve as points of reference for participants in thinking about the management and demonstration functions which must occur. The project supplies examples of each of the basic types of form which can be used by the participants if they so choose...although it is recognized that greater ownership on formal procedures

ensues when the people who have to use them develop them themselves.

To facilitate the development of forms and procedures, the leadership of the MSU Teacher Corps project has agreed that there should be four standard categories of procedure dealt with by all project teams.

1. Each team should have prepared an overview of the standard management and demonstration procedures and forms which it intends to use. These overviews are designated Overview Forms and Procedures are given the system designation SO-(1,2,3,...).

2. Each team should have prepared a set of Planning forms and procedures. These Planning Forms and Procedures are given the system designation P-(1,2,3,...).

3. Each team should have prepared a set of Documentation Forms and Procedures. These Documentation Forms and Procedures are given the system designation D-(1,2,3,...).

4. Each team should have prepared a set of Miscellaneous Forms and Procedures. These Miscellaneous Forms and Procedures are given the system designation Misc.-(1,2,3,...).

To further facilitate agreement in the various project teams as to what sorts of procedures or forms ought to go into each category, a standard definition list has been developed.

Overview Forms and Procedures are intended to allow interested persons to get a quick comprehensive view of what is going on in the project. Overviews list basic procedures or ideas. Overviews serve as catalogues, bibliographies, summaries, and coversheets.

Planning Forms and Procedures are intended to be working documents which groups use to make and record decisions about what they wish to do and have done.

Documentation Forms and Procedures are intended to be adjuncts to planning forms and procedures. Documentations are official records. They are demonstrations, and mechanisms for recording what is happening during planned or unplanned activities.

Miscellaneous Forms and Procedures are intended to be ways of dealing with those activities in projects which occur regularly from time to time, and are

necessary to deal with, although they may have little to do with meeting the objectives of the project or developing demonstrations. Forms and procedures for dealing with internal dissention or grievances may be an example of miscellaneous forms and procedures.

It has been the experience of the Murray State Teacher Corps Projects, that although participants understand the necessity of managment and demonstration, they sometimes become confused as to how the two concepts function and how they are translated into day to day activity. To aid in developing this understanding, the following two diagrams have been developed. The first deals with the Management of People and Time, and specifies the process which must be followed if agreements are to be reached as to who is to do what...to achieve which objectives. The second diagram deals with the Management of Developing Demonstrations, and specifies how leaders identify and encourage the greatest possible development of possible demonstrations. In both diagrams an attempt is made to show how the process relates to the forms which aid the process. At the end of this paper, the standard Overview, Planning, Documentation, and Miscellaneous forms which are supplied to participants are included. These forms flesh out the concepts used in this paper by suggesting ways that leaders are expected to work with the concepts on a daily basis.

Diagram I: Management of People and Time

I. Develop Role Descriptions (Form SO-2)

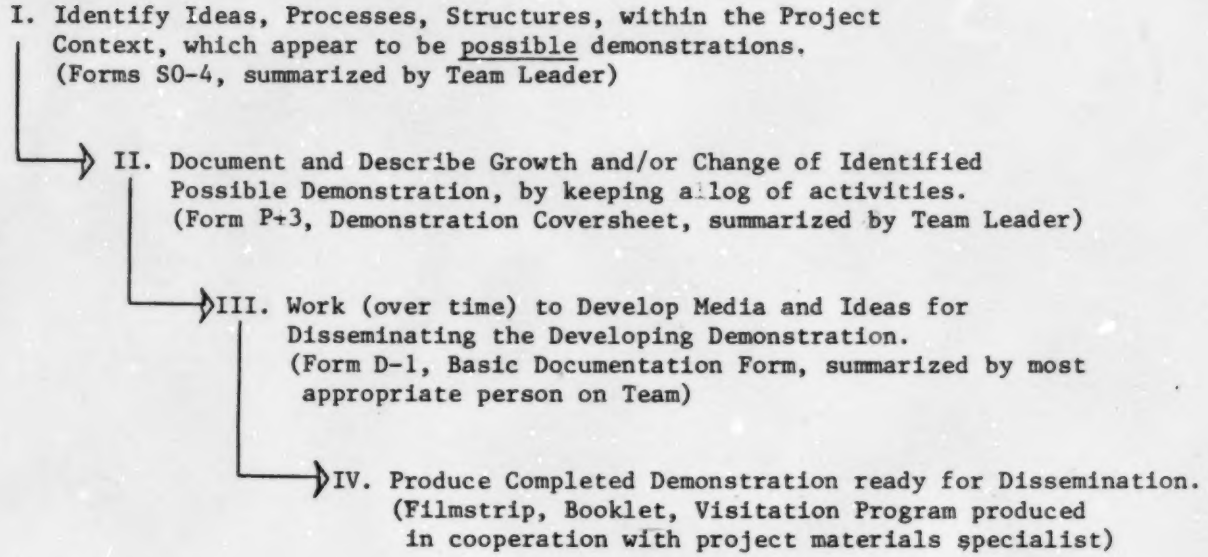
II. Develop Summaries of Project Objectives for Each Project Working Team. Be Clear as to who Is The Team Leader (Form SO-3)

III. On A Monthly Basis, Develop Time Lines of Activities and Objectives coming due; summarized by Team Leader (Form P-1)

IV. On A Monthly Basis, Develop Monthly Action Plans for Carrying out Responsibilities; summarized by Team Leader (Form P-2)

V. Document Completion of Planned Activities (Forms D-1,D-2,D-3)

Diagram 2: Management of Developing Demonstrations.


I. Identify Ideas, Processes, Structures, within the Project Context, which appear to be possible demonstrations. (Forms SO-4, summarized by Team Leader)
II. Document and Describe Growth and/or Change of Identified Possible Demonstration, by keeping a log of activities. (Form P+3, Demonstration Coversheet, summarized by Team Leader)
III. Work (over time) to Develop Media and Ideas for Disseminating the Developing Demonstration. (Form D-1, Basic Documentation Form, summarized by most appropriate person on Team)
IV. Produce Completed Demonstration ready for Dissemination. (Filmstrip, Booklet, Visitation Program produced in cooperation with project materials specialist)

From the above diagrams, it can be seen that the processes of management and demonstration occur continuously during the life of the project. How well the participants conceptualize the formal procedures utilized to facilitate successful accomplishment of objectives and demonstration of successful ideas and structures will have much to do with the success that a variety of audiences will perceive for the project. Thus, although formal processes often seem to be cumbersome, the time spent on training Team Leaders and Workers in management and demonstration concepts is time which will have tremendous pay-off in the long run.

In this paper the author has indicated that the utilization of two management processes, The Management of People and Time and the Managment of Developing Demonstrations will serve to ensure the accomplishment of project objectives and produce the maximum amount of high-quality demonstrations. He has also pointed out that project participants need to be thoroughly oriented to the two processes, and that forms and procedures need to be suggested for utilizing the processes on a day-to-day basis. Further, as the aim of the system is to professionalize the

managment process, rather than to trivialize it, project leaders need to be encouraged to develop their own specific managment forms and procedures within project guidelines.

The final section of this paper is an exhibit of the standard forms which are supplied to each of the project sites to help participants translate management concepts into concrete activities. It will be helpful to refer back to Diagrams I and II in looking over the forms.

Collaborative School Education Projects	TEACHER CORPS DAY_____DATE_____	Systems Document SO-1

SUBJECT: Overview of Management Forms and Procedures

Systems Document	Subject	Purpose
SO-0	Management System Overview	Provides a description of rationale for management procedures
SO-1	Overview of Management Forms and Procedures	Provides a quick access to forms in use
SO-2	Role Descriptions	Overview of what leaders are supposed to do
SO-3	Summary of Project Objectives By Role Group	Lists Objectives, Activities from proposal that each leader is responsible for
SO-4	Overview of Developing Demonstrations	Quick access to ideas, products, etc. that each group is working on
P-1	Monthly Time Line	Lists formal agreements on activities that must be completed
P-2	Basic Planning Form	All-purpose planning
P-3	Developing Demonstration Coversheet	Use as a catalog of documents and activities related to specific developing demonstrations.
D-1	Basic Documentation Form	All-purpose note taking
D-2	Meeting Agendas/Notes	All-purpose form for keeping track of meetings
D-3	Daily Records	For use by individuals in keeping track of their own activities
D-4	Project Newsletter	Official Record of important activities and calendar
Misc 1	Problems Resolutions Process Working Form	Formal procedure in dealing with serious or persistent individual or group problems.

SUBJECT: Overview of Management Forms and Procedures

Systems Document	Subject	Purpose
Misc 2	Mini-Grant Program	Record of how Project funds are being used to demonstrate new ideas or products
Misc 3	Request for Supplies	All purpose form for requesting supplies

MURRAY STATE UNIVERSITY / HENRY COUNTY PUBLIC SCHOOLS TEACHER CORPS PROJECT

Collaborative School Renewal
Through Professional Growth and Program Development

MANAGEMENT COMPONENT: ROLE DESCRIPTIONS

Responsibilities of The Project Director

Function: To serve as the educational leader of the Teacher Corps Demonstration Project: to ensure that the Project is implemented within Teacher Corps Guidelines, to ensure the development of an effective demonstration model, to ensure effective evaluation (Project/individual) of the Project and to ensure maximation of impact by the Project at the school site.

Responsibilities:
1. To provide Project level leadership in directing overall implementation and facillitation of Teacher Corps Project activities.
2. To provide Project level decisions (e.g. employment of staff, demonstration strategy, Project evaluation, etc.) regarding the Teacher Corps Demonstration Project and to be responsible for reporting progress to the Policy Board.
3. To monitor the activities of the University Teacher Corps staff and provide direction through this staff for the implementation of school site activities.
4. To monitor the school site activities of all Teacher Corps Project staff members and provide direction at the school site concerning the implementation of the Project within the contractual relationship and guidelines of the Teacher Corps Demonstration Project.
5. To serve as the Project level liaison person in negotiations/activities between the Project level administrators and the school site/Henry County personnel, the federal Teacher Corps Office, University administrators, regional and functional Teacher Corps networks/ councils, and Project councils/committees.
6. To ensure that the impact of the Teacher Corps Project at the LEA and IHE is such as to maximize the probability that institutionalization of the Projects objectives occurs.
7. To ensure that Project activities and demonstration products are documented by monthly reports submitted by Project staff members.
8. To ensure that monthly and quarterly reports are submitted to SRI International by the Project Documentor.
9. To develop and distribute a regular newsletter of Project activities.
10. To collaborate with the State Departments of Education liaison person concerning the overall progress and direction of the Project.

MURRAY STATE UNIVERSITY / HENRY COUNTY PUBLIC SCHOOLS TEACHER CORPS PROJECT

Collaborative School Renewal
Through Professional Growth and Program Development

MANAGEMENT COMPONENT: ROLE DESCRIPTIONS

Responsibilities of Program Development Team Leader

1. To provide leadership in the Program Development Team.
2. Prime responsibility for Program Development at the school site. This includes: (a) plan Inservice, (b) meetings with teacher teams, (c) submit plans and documentation of activities.
3. Responsible for on-going needs assessment.
4. Responsible for documentation of Project activities at the local site.
5. Responsible to coordinate activities with instructional supervisor.
6. Responsible to help develop the site coordinator as a program specialist.
7. Develops and maintains positive school/Teacher Corps relations.
8. Helps access priorities in school for Teacher Corps functions.
9. Stimulates divergent thought about solutions to school problems.
10. Promotes demonstration products at the local school site.
11. Helps create a vision of further greatness for the schools.
12. Work with the Principals, Site Coordinators, and Teacher Team Leaders in carrying out regular team meetings at the site schools.
13. To develop activities and models at the school site which may be continued upon completion of Teacher Corps funding.

MURRAY STATE UNIVERSITY / HENRY COUNTY PUBLIC SCHOOLS TEACHER CORPS PROJECT

Collaborative School Renewal
Through Professional Growth and Program Development

MANAGEMENT COMPONENT: ROLE DESCRIPTIONS

Responsibilities of Site Coordinators

1. Member of Project Coordinating Council (PCC)
2. Member of Project Development Team (PDT)
   1. Member of the Planning group for what happens in the school.
   2. Helping the teachers to organize themselves in order to accomplish the Project objectives.
3. Liason between school staff and Project staff.
4. Establish a base line description of the schools
5. Facilitate the gathering of data
6. Resident expert about the Project
7. Key person to give feedback to Project Development Team, Project Coordinating Council and Policy Board
8. Represent the teachers' point of view
9. Helps conceptualize and formulate Program Development as an on-going continuous school renewal process.

MURRAY STATE UNIVERSITY / HENRY COUNTY PUBLIC SCHOOLS TEACHER CORPS PROJECT

Collaborative School Renewal
Through Professional Growth and Program Development

MANAGEMENT COMPONENT: ROLE DESCRIPTIONS

Responsibilities of Supervisor

1. Serve as a liason between Teacher Corps and the LEA.
2. Provide leadership in setting curriculum priorities for Henry County Teacher Corps Project in conjunction with the PCC.
3. Give direction in systematic program development system-wide.
4. Scheduling and coordinating Inservice Training through Central Office.
5. Manager of continuous on-going school inservice development system wide.
6. Scheduling and coordination of Teacher Corps activities through Supervisor's office.
7. Clearing person for program development as it relates to Teacher Corps and the Henry County School System.
8. Meeting with Murray State University staff on a weekly basis and participating as an equal partner on program development planning.

MURRAY STATE UNIVERSITY / HENRY COUNTY PUBLIC SCHOOLS TEACHER CORPS PROJECT

Collaborative School Renewal
Through Professional Growth and Program Development

MANAGEMENT COMPONENT: ROLE DESCRIPTIONS

Responsibilities of Director of Federal Programs/ Asst. Superintendent

1. Financial Officer of the Project at LEA
2. Operational and technical clearance person for LEA
3. Provide positive public relations information to staff and the public in Henry County
4. Resource person for statistical information
5. Speaks for the Superintendent's Office on matters pertaining to this Project.

A SUMMARY OF KEY ORGANIZATIONAL POSITIONS IN THE PROJECT

SYSTEMS DOCUMENT SO-3

POSITION	MEMBERSHIP	FIRST YEAR ROLE & FUNCTION	SECOND & THIRD YEAR ROLE & FUNCTION	FOURTH AND FIFTH YEAR ROLE AND FUNCTION
Policy Board (4 members)	Dean of the College of H D & L Supt. of Henry County Schools Chairman of the Community Council Representative of MSU Faculty Teaching Staff --- Project Director is the Executive Secretary of the Board	1. Responsible for the resource management of the project 2. Responsible for policy formation and establishing guidelines for allocation of resources 3. Responsible for the overall organization and operation of Community Council Project Coordinating Council and the Program Development Teams.	1. Includes the first year's role and function but requires systematic and continuous Board evaluation and support of change process that will be occurring.	1. Responsible for the institutionalization of the project's goals and processes both at the LEA and IHE institutions, i.e., make the responsive inservice model functio with-in the on-going structure of the school system and the Universi
Project Coordinating Council (PCC) (16 members)	-The Principal from each project school -One teacher from each project school -One Community Council Representative from each school. -The Project Director -One intern representative	1. To develop program objectives and to see that the programs planned are carried out under the guidelines established by the board.	1. The role and functions of the first year will continue, however, the project's training and implementation objectives will be of prime concern to this council during this time.	1. The council will continue as an organized identity but the shif will be from the new program devel ment to institutionalizing the project's successful programs. Th council will also have prime respo sibility for the development of de onstration products or processes f dissemination.

POSITION	MEMBERSHIP	FIRST YEAR ROLE & FUNCTION	SECOND & THIRD YEAR ROLE & FUNCTION	FOURTH AND FIFTH YEAR ROLE AND FUNCTION
	-One University Faculty representative -One State Department Representative --- NOTE: The Project Director will serve as the Chairman of the PCC	2. The emphasis on the first year will be on the planning function outlined in the proposals.		
Community Council (12 members)	-Three members from each of the four project project schools: a. one of these members from each school must not have children in any of the schools in the project b. one member from each project school must be a parent of a child from a low social-economic background.	1. To provide community input into the project's goals and objectives by holding monthly community council meetings and carry out a community needs assessment. 2. To participate in the planning and decision making process of the project through attendance at the Project Coordinating Council 3. To provide input to the schools through weekly participation in the Program Development Teams at each school site.	1. The role and function during the second and third years will contain all those found in year one. However, the Community Council should by this time have identified through the needs assessment many concerns that would be brought forth in the PCC and PDT groups for action.	1. The Community Council should play an active role in solidifying community acceptance of the intitutionalized changes. The Council shall also be involved in the demonstration and dissemination component. This group should play a key role in bringing about different types of state department involvement in school renewal programs.

A SUMMARY OF KEY ORGANIZATIONAL POSITIONS IN THE PROJECT

SYSTEMS DOCUMENT SO-3

POSITION	MEMBERSHIP	FIRST YEAR ROLE & FUNCTION	SECOND & THIRD YEAR ROLE & FUNCTION	FOURTH AND FIFTH YEAR ROLE AND FUNCTION
Program Development Teams (PDT) (One at each school site)	Year One -One professor (½ time) (Program Development Team Leader) -One local teacher representative (part time) (Site Teacher Coordinator) -One Community Council representative -The school principal Year Two and Three -Three professors (1 fulltime, 2 part-time) -One local teacher representative (fulltime) (Site Teacher coordinator) -One Community Council representative -The school principal -One part-time Audio-Visual Materials Specialist	1. Responsible for organizing the on-site local school planning. 2. Interacts with the school staff on a daily basis	1. Responsible for designing and carrying out the training necessary to achieve the objectives agreed upon during the planning year.	

POSITION	MEMBERSHIP	FIRST YEAR ROLE & FUNCTION	SECOND & THIRD YEAR ROLE & FUNCTION	FOURTH AND FIFTH YEAR ROLE AND FUNCTION
	Year Four -Two Professors (1 fulltime, 1 ½ time) -One local teacher representative (part-time) -One Community Council representative -The school principal -One part-time Audio-Visual Material Specialist.			1. The fourth year team is responsible for supporting and institutionalizing the proudcts and process of the first three years of the project.
	Year Five -One Professor (full-time) -One local teacher (½ time) -One Community Council representative -The school principal -One full-time Audio-Visual Materials Specialist			2. The fifth year, the PDT is to focus on demonstration of products that can be disseminated.

Collaborative School Renewal Projects

TEACHER CORPS PROJECT
Overview of Developing Demonstrations

Systems Document
SO-4 pg._____

Role Group/
School _____

Demonstration Title	Demonstration Title
Persons Involved	Persons Involved
Key Ideas	Key Ideas
Products Completed	Products Completed
Demonstration Title	Demonstration Title
Persons Involved	Persons Involved
Key Ideas	Key Ideas
Products Completed	Products Completed

Plan For _____ To _____
month/year month/year

Project Name _____ Page_____ of_____

Documentor Name _____

Activities & Events	week one	week two	week three	week four

Collaborative School Renewal Projects	TEACHER CORPS All-Purpose Planning Form	SYSTEMS DOCUMENT P-2

NAME _____ DAY _____ DATE _____

ROLE DESCRIPTION _____

DESCRIPTIVE COMMENTS: _____

Time Frame This DOCUMENT: _____

PLANS:

RESOLUTIONS:

Collaborative School Renewal Projects	TEACHER CORPS Developing Demonstration Coversheet	Systems Document P-3

Project Component

I. Educational Personnel Development System

II. Improved School Climate

III. Institutionalization

IV. Demonstration and Dissemination

V. Other

Title of Developing Demonstration

Teacher Corps Group(s) Affected

Themes and School Goals Related (if any)

Date of Initial Action

Persons Taking Responsibility for Development

Dates of Important Further Action and Notes

Collaborative School Renewal Projects	TEACHER CORPS PROJECT Day_____Date_____	Systems Document D-1 All-Purpose Recording Form

SUBJECT:

Collaborative School Renewal Projects	TEACHER CORPS MEETING NOTES	System Document D-2

Policy Board ____
Project Coordinating Council ____
Community Council ____
Program Development Teams ____
MSU Staff ____
Intern Team ____
Other _____

Date _____ Day _____ Time ____
Present:

1.	_____	6.	_____
2.	_____	7.	_____
3.	_____	8.	_____
4.	_____	9.	_____
5.	_____	10.	_____
		11.	_____

GENERAL TOPIC:

RELATES TO OBJECTIVE _____
OF COMPONENT #_____

Agenda Items	Disposition

Collaborative School Renewal Projects	TEACHER CORPS PROJECT Day _____ Date _____	Systems Document D-3 Record of Daily Activities

8:00	11:00	2:00
9:00	12:00	3:00
10:00	1:00	After School

NOTES: To Do

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Collaborative School Renewal Projects	TEACHER CORPS PROJECT Date:_____	Systems Document Misc-1

SUBJECT: Problems Resolution Process Working Form

NAME_____

PROBLEM BACKGROUND:

QUESTIONS TO BE ADDRESSED:

RESOLUTIONS:

POLICY STATEMENTS:

Collaborative School Renewal Projects	TEACHER CORPS PROJECT Mini-Grant Program	Systems Document Misc-2

Subject: RECORD OF MINI-GRANT DEMONSTRATION

NAME_____ TEAM_____

SCHOOL_____ ASSIGNMENT_____

TITLE OF DEMONSTRATION

DESCRIPTION OF DEMONSTRATION

MATERIALS AND HOW THEY WILL FURTHER THE DEMONSTRATION IDEA

DATE_____

DATE_____

DATE_____

Collaborative School Renewal Projects	TEACHER CORPS PROJECT Mini-Grant Program	Systems Document Misc-3

SUBJECT: REQUEST FOR SUPPLIES

TOTAL COST _____

NAME: _____ DATE: _____

SCHOOL: _____ TEAM: _____

DIRECTIONS:

1. List supplies to be purchased.
2. List name and address of supplier.
3. Submit this copy with the bill for the supplies to your principal.

APPROVED _____ _____
Facilitator Director (over $20.00)